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ABSTRACT

The Career Education and Training for Teen Parents Program at Kishwaukee College (Malta, Illinois) included a vocational orientation and preparation curriculum that focused on nontraditional occupations and local labor market trends. The class met three days a week for six weeks, with most class sessions including a field trip to a local job site. Field trips were planned to correspond to students' career interests, the job outlook for the area, and vocational programs at the college. In order to identify students' occupational interests, a career assessment instrument, the Self-Directed Search, was administered to each student. In addition, the course included activities focusing on values; aptitudes, abilities, and skills; self-esteem; assertiveness; decision making; goal setting; sex role stereotyping; nontraditional careers; career sense; and job resources. The bulk of the course description presents self-assessment instruments, course assignments, and forms used in the class. (AYC)

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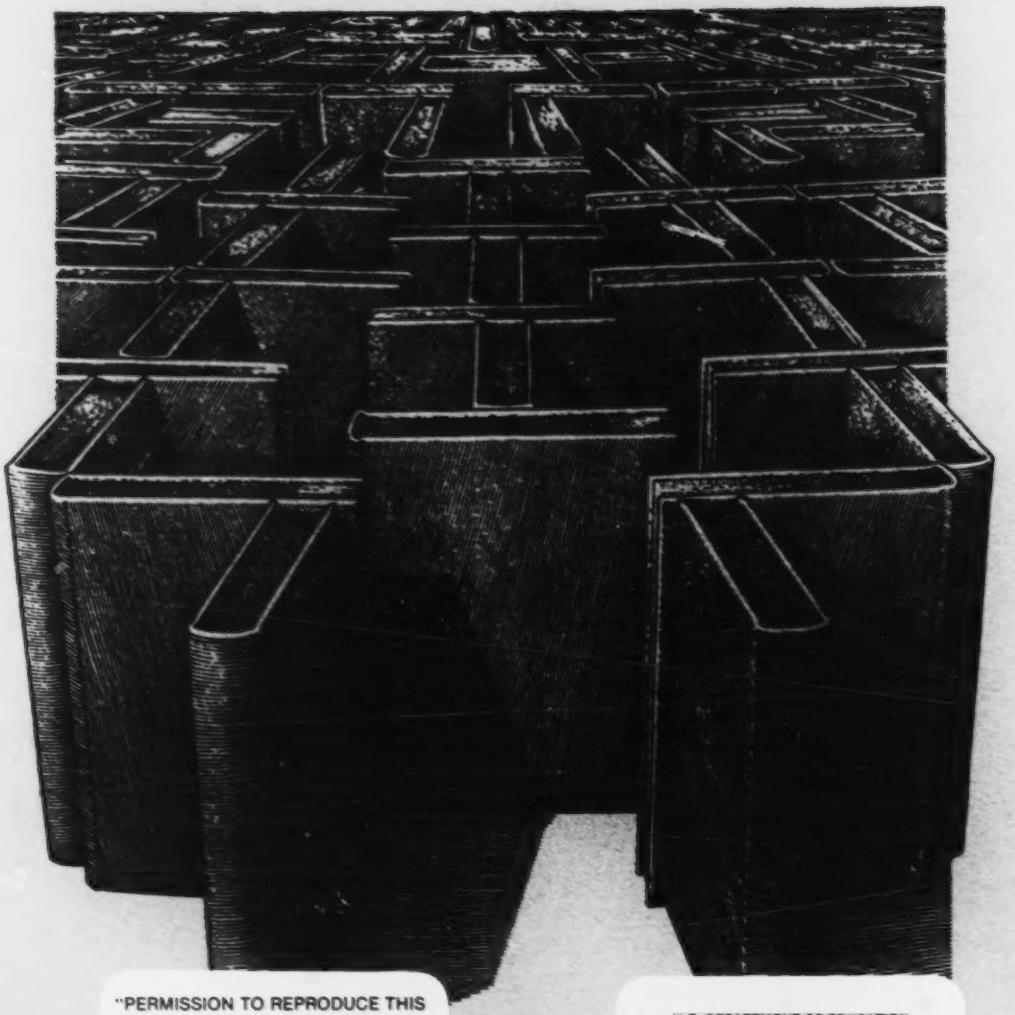
Career Orientation and Preparation for Teen Parents Curriculum

Illinois State Board of Education

Adult, Vocational and Technical Education



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Career Orientation and Preparation for Teen Parents Curriculum

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July, 1987

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INTRODUCTION

In the fall of 1986, Kishwaukee College, Malta, Illinois, was granted funding to implement a model Career Education and Training for Teen Parents Program. The objectives of this program were two-fold: (1) to develop a comprehensive and inter-disciplinary program that addressed the multi-facted education and employment issues affecting teen parents, and (2) to establish a regional delivery system and community linkages that integrated training, education, and support services for teen parents.

One of the procedures implemented to accomplish these objectives was the development of a vocational orientation and preparation curriculum that focused on non-traditional occupations and local labor market trends. This curriculum was then tested in a vocational orientation class offered to Teen Parents Program participants.

Course Purpose: to provide a course in career orientation and preparation for teen parents which focuses on non-traditional occupations and reflects current labor market trends.

The term "career orientation" refers to a focus on exposure to different vocations. This was accomplished through field trips, videos, and speakers. The job site tours and speakers provided insight into the reality of the world of work, whereas the videos emphasized non-traditional careers.

Selection of the particular careers to be observed was determined by the following criteria:

(1) Individual career interests of teen parents.
The Self-Directed Search was administered to identify each participant's main occupational interest.

(2) The job outlook for the northern Illinois area.
Data was obtained from the Center for Governmental Studies at Northern Illinois University. Areas of growth in the present and for the future were identified.

(3) Non-traditional occupations.
Particular attention was devoted to those jobs that would offer women greater job opportunities and higher salaries.

(4) Vocational programs offered at Kishwaukee College.
The Teen Parents Program provided funding to enroll participants in vocational programs offered at the college.

Before writing the curriculum, time was devoted to researching the printed materials that were appropriate both to this subject matter (career orientation) and to the teen parent clientele. See the extensive reference list at the back of this curriculum for an idea of the amount of preparation that went into this curriculum. Rather than "re-invent the wheel," materials which were already developed and complementary to this program were adapted and inserted for utilization.

Course Objectives:

As a result of this course, teen parent participants will:

LEARN - Learn about themselves. Find out who they are and identify their interests and strengths.

GROW - Grow in maturity, toward adulthood.

FOCUS - Focus on non-traditional careers, and on career opportunities for today and in the future.

EXPAND - Expand their horizons. Explore the possible careers and educational programs that are available.

SHARE - Share with each other. Share experiences and common concerns as teen parents.

DEVELOP - Develop a sense of their future. Develop skills and a career sense to be a successful and independent adult.

DREAM - Dream dreams. Think big. Set goals. Plan steps and achieve their goals.

EVALUATE - Evaluate what is right for them. Where are they going? What do they want?

Others who implement this curriculum should consider it as an instrument to be used at the discretion of the instructor. Each topical lesson plan is independent and complete; the topics can be presented individually or in any order to meet specific student needs. Flexibility and adaptability are two key components in working with teen parents.

REVIEW OF THE INITIAL CLASS

The class met Tuesday, Wednesday, and Thursday, from 3:00-5:00 p.m. for six weeks in the Spring of 1987. It was difficult to find a time compatible with everyone's schedule; some participants were in high school while others attended GED classes or community college classes and some also worked. Late afternoon was chosen for the pilot class in hopes of accommodating high school students, but we found out later that it still conflicted with some high school schedules.

The class was held at the Kishwaukee YMCA in DeKalb rather than at the college campus because the YMCA could provide both the classroom and child care facilities in one location. The classroom was provided free of charge, and the Teen Parents Program contracted with the regular YMCA babysitter for child care. This service was paid for by the Program and offered free of charge to teen parents.

A college van was leased and a van driver hired to provide transportation to those teen parents and their children without transportation since there is no public transportation system in this rural area. Without this service, many would not have been able to attend. In addition to providing transportation to and from the class, the van transported the class members and instructor to and from field trip sites.

A highlight to participants was the snack that was served at each class session. Socializing with other teen parents was also rated highly in their evaluation. They truly enjoyed sharing with others like themselves.

Weekly mailers were sent to the prospective students, followed up by phone calls to arrange for van rides to the classes. Complications frequently arose with their children and other family situations. Many of these problems were related to the fact that they are still maturing; they were characteristic of teenagers in general.

As can be seen on the sample of the class schedule enclosed in this curriculum, most days the class included a field trip. The first hour of the class was usually devoted to the trip, and then the second half of the class was spent discussing the field trip and reviewing teaching materials. In retrospect, it would have been better to plan sessions that were 2½ hours in length; some days we were pressed for time with the classroom activities when the field trip ran long. Also, meeting three afternoons each week proved to be too much; the recommendation would be to meet only two days per week over a nine-week period.

Class Participants

Diverse is a way to describe the initial class. Ages ranged from 15 to 20 years. Education varied from high school to drop-outs to GED enrollees to community college students. Participants had from one to three children. Some were employed, some were on Public Aid; some lived with their parents while others lived on their own or with boyfriends. Three participants were male.

A total of sixteen individuals attended the pilot class, with one having perfect attendance. The one common element that participants shared, in addition to the fact that they were teen parents, was the desire to learn about careers and plan for their future.

The Career Education and Training for Teen Parents Program is now offering a

CAREER EXPLORATION CLASS

Do you dream of what you what you want to be?

Do you want to make a career for yourself?

Do you wish you could build your own future?

Do you say yes to any of these questions?

If so, here is a program for you! This is a class to explore many different jobs or careers, focusing on occupations that are available in the northern Illinois area. Particular attention will be devoted to non-traditional jobs that are expected to be in high demand.

The class will take field trips to various job sites and will tour Kishwaukee College to gain a better understanding of certain careers. Speakers will share their first hand knowledge of their careers.

Teen Parent Career Exploration Class

March 3---April 9

Tuesday, Wednesday, Thursday

3:00 - 5:00 p.m.

Held at Kishwaukee YMCA
Babysitting/Transportation Available
Open to any parent (14-21 years)

For more information:
Teen Parent Program
Kishwaukee College
Malta, Il. 60150
(815) 825-2086, ext. 238

CAREER ORIENTATION AND PREPARATION CLASS

FOR TEEN PARENTS

Location: YMCA
Time: 3:00--5:00 p.m.
Days: Tuesday, Wednesday, Thursday

March 3 Who Am I? (Getting to know myself, values; developing a career sense)

March 4 Breakout; Women in Trades (Video). Discussion: traditional versus non-traditional careers

March 5 Police Department Tour (first hour)
Apprenticeships -- Gary Wiggins, speaker (second hour)

March 10 DeKalb Corporation Tour (Careers: secretarial, clerical, accounting, computer, data processing and management)

March 11 Contel at Sycamone Tour (Careers: office, supervisory and management related)

March 12 Hair Professionals Career Colllege Tour (Careers: cosmetology fields)

March 17 Fire Department Tour (Includes a film) (Careers: fire protection and paramedic)

March 18 Computer Tree Inc. Tour (Careers: computer field)

March 19 Kishwaukee College: Agriculture and Automotive Department Tour (Careers: agricultural and related; automotive technology and body repair)

March 24 Growing Plance Tour (Careers: day care director, teacher and aide)

March 25 Kishwaukee Colllege: Horticulture Department Tour (Includes a slide presentation) (Careers: floral design, nursery manager, landscaping design, and golf course manager)

March 26 Advantage Travel -- Bev Conrad, speaker (Careers: travel agent)

March 31 Kishwaukee Hospital Tour (Careers: nurse, radiology technician, EMT, laboratory technician, medical secretary and other health fields)

April 1 Contel at DeKalb Tour (Careers: technicians, electronic technicians, computer)

April 2 Kishwaukee College: Nursing and Radiology Departments Tour (Careers: nursing and radiology technology)

April 7 Kishwaukee College Career Day '87 (Time: 9:30--11:30 a.m.) Tour campus, talk with instructors and students in the different programs

April 8 Ideal Industries Tour (Careers: drafting, manufacturing, office, managerial, accounting, clerical, data processing, supervisory)

April 9 Panel Discusssion: Women in Non-Traditional Careers (Includes women discussing role conflicts)
Evaluation (Course evaluation and evaluation of careers for oneself; self evaluation; making the choice

FACTORS THAT INFLUENCE CAREER DECISIONS AND CHOICES

A. Career Sense
B. Values
C. Assertiveness
D. Self awareness
E. Self-esteem
F. Job interests, aptitudes, skills
G. Goal setting; taking control
H. Decision making
I. Traditional/non-traditional careers
J. Attitudes
K. Life management skills
L. Role conflict/role overload
M. Family support
N. Additional topics of importance to the students

These topics will be discussed and integrated in the appropriate classes.

***Note: other films and videos pertaining to career options will be shown.

SPRING IS COMING!

The weather is great and the Career Orientation and Exploration Classes have begun!

This is just a note to remind you of the classes next week and what the tours will be.....

Tuesday --- March 10

Time: 3:00--5:00 p.m.
Place: Kishwaukee YMCA
JOB TOUR: DeKalb Corporation
(Jobs: clerical, accounting, computer, management, data, processing)

Wednesday --- March 11

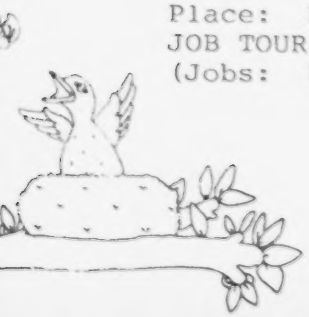
Time: 3:00--5:00 p.m.
Place: Kishwaukee YMCA
JOB TOUR: Contel offices (Sycamore)
(Jobs: management, office work, computer, clerical, accounting)

Please plan to come.
Call Judi Cramer
(1-825-2086, ext. 238)
Kishwaukee College
Malta, IL 60115

Thursday --- March 12

Time: 3:00--5:00 p.m.
Place: Kishwaukee YMCA
JOB TOUR: Hair Professionals Career College
(Jobs: hair styling, cosmetology)

TRANSPORTATION PROVIDED
BABYSITTING AVAILABLE



WHAT'S HAPPENING NEXT WEEK?

Monday --- March 16

SUPPORT GROUP
Time: 3:00--4:00 p.m.
Place: Kishwaukee YMCA
SPEAKER: Mary Usican,Nurse
("care of the sick infant")

The speakers and tours have been excellent.

DON'T MISS OUT!
We want you to come.

CAREER ORIENTATION & PREPARATION CLASS

Tuesday --- March 17
HAPPY St. Pat'S DAY!
(shh!--we'll have a surprise)
Time: 3:00--5:00 p.m.
Place: Kishwaukee YMCA
JOB TOUR: FIRE DEPARTMENT
(Jobs: firefighter, paramedic)

Wednesday --- March 18
Time: 3:00--5:00 p.m.
Place: Kishwaukee YMCA
JOB TOUR: COMPUTER TREE
(Jobs: computer sales and management)

Thursday --- March 19
Time: 3:00--5:00 p.m.
Place: Kishwaukee YMCA
TOUR: AUTOMOTIVE AND AGRICULTURE DEPARTMENTS at Kishwaukee College
(Jobs: auto mechanics, body repair, & ag related)

TEEN PARENT PROGRAM
Judi Cramer, Instructor
Kishwaukee College
(1-825-2086, ext. 238)
Transportation Provided
Babysitting Available

Everybody's IRISH on St. Patrick's Day at

--- HERE'S THE SCOOP!

SUPPORT CLASS

MONEY MANAGEMENT: HOW TO PREPARE A BUDGET
Joy Gulotta, Single Parents/ Homemaker Program, Kishwaukee College
Monday --- March 23
Time: 3:00 -- 4:00 p.m.
Kishwaukee YMCA

CAREER ORIENTATION & PREPARATION CLASSS

Tuesday --- March 24
JOB TOUR: GROWING PLACE
(Jobs: preschool teacher, aide, childcare)
3:00 -- 5:00 p.m.
Kishwaukee YMCA

Wednesday --- March 25
JOB TOUR: HORTICULTURE DEPARTMENT, KISHWAUKEE COLLEGE (Jobs: florist, horticulturist, golf course manager, nurseryman)
3:00 -- 5:00 p.m.
Kishwaukee YMCA

Thursday --- March 26
JOB TOUR: ADVANTAGE TRAVEL
(Jobs: travel agent)
3:00 -- 5:00 p.m.
Kishwaukee YMCA

TEEN PARENT PROGRAM
Judi Cramer, Instructor
Kishwaukee College
(1-825-2086, ext. 238)
Transportation Provided
Babysitting Available

THIS WEATHER MAY BE FOR THE DUCKS BUT THESE CLASSES AREN'T!!!

Don't Miss Out On What's Ahead -------

Here's one alot of you have been waiting for!

KISHWAUKEE HOSPITAL TOUR
Tuesday, March 31, 1987; Meet at the YMCA at 2:45.
(Careers: Nursing, EMT, Radiology, Physical Therapy and Respiratory Therapy)

It will be an excellent tour!!!

This is no APRIL FOOL'S JOKE on Wednesday April 1st -------

IDEAL INDUSTRIES TOUR
Meet at the YMCA at 3:00
(Careers: Drafting, electronic, Management, Clerical and Computer)

This will be a very good follow-up for the Hospital Tour -------

KISHWAUKEE COLLEGE TOUR
Meet at the YMCA at 3:00
Nursing and Radiology Departments

An opportunity to see the classroom and laboratories. Meet the instructors and get information about the programs.

Don't forget the Support Group -------

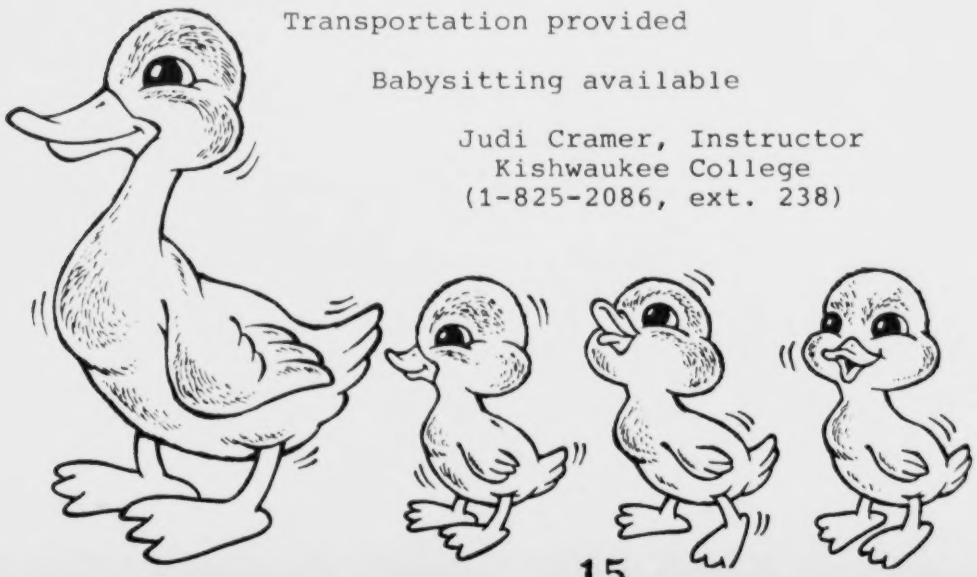
DOROTHY ROSSING, DeKalb County Health Department WIC clinic, will discuss the nutritional needs of infants and toddlers.
Monday, March 30, 1987; 3:30-4:30 p.m.

Remember! -------

Transportation provided

Babysitting available

Judi Cramer, Instructor
Kishwaukee College
(1-825-2086, ext. 238)



Attention:

Who is up to "Bat" this week??? -----

You might say we are in the "last inning" of our career tours and studies!

Tuesday April 7 is a busy day!!! Remember -----

Kishwaukee College Career Day
9:00--11:30 a.m. You can ride the college van with Ed..... I will meet you in the college gym at 9:00.

This is a chance for you to learn about career options, get acquainted with Kish College, tour the departments, and meet the instructors. **Call** me if you want to come!

Then Tuesday afternoon our class will tour -----

Valley Corporation, Sycamore
Meet at the YMCA at 3:00. (Careers---drafting, technical, electronic, manufacturing, computer)

Scheduled for Wednesday April 8 -----

Ideal Industries Tour, Sycamore
Meet at the YMCA at 3:00. (Careers---data processing, drafting, manufacturing, managerial, accounting)

Thursday will be a very **SPECIAL** class and a most interesting one!!!

Panel of Working Women
Four women---(one in the computer field, a head surgical nurse, a car salesperson, and a police officer) will share with us what it is really like---being employed, a homemaker, and a mother. They will discuss these "role conflicts" plus non-traditional jobs.

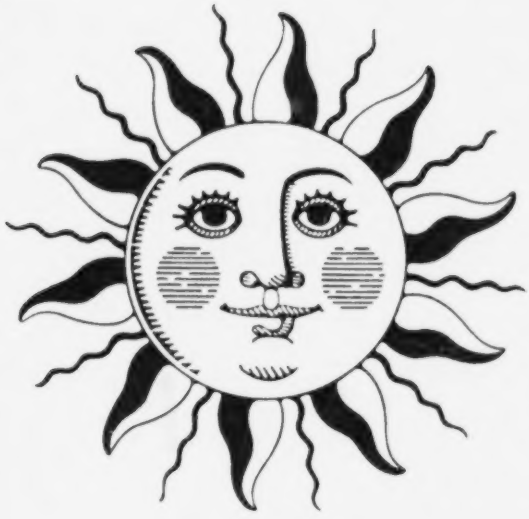
Also, certificates for the course will be presented to the students on Thursday.

Transportation provided

Babysitting available

Judi Cramer, Intsructor
Kishwaukee College
(1-825-2086, ext. 238)

Summer



CAREER AND JOB RESOURCE DAY

Where can you go to get help?
get information? get training?

Sources of information ---

KDK, JTPA, Job Service are service agencies that can:

- provide job training
- pay for schooling
- help place you in jobs

Youth Service Bureau has a program called Second Chance that teaches job readiness skills.

City library has information resources.

Kish College has GIS which is a career preparation resource.

All of the services are available to each one of you and the best thing: THEY ARE FREE!!!

I am planning a Career and Job Resource Day this summer. But I need your help!

Please select a time and a date that you could and would come--- so that we can have a successful turnout to be able to have the workshop.

CHOICES:

June 30 (Tuesday)	Afternoon	(2:00-3:30)
	Evening	(7:00-8:30)
July 2 (Thursday)	Afternoon	(2:00-3:00)
	Evening	(7:00-8:30)

Circle 1 choice of date and 1 choice of time that you would plan to attend.

If neither work but you are interested please explain:

_____

_____

Sign your name _____ and please return today! Thanks, enjoy the summer!! _____

Kishwaukee College

This is to certify that

_____

has completed the Course in

_____

_____ _____ _____

President **Date** **Instructor**

COURSE EVALUATION

How would you rate the class? Please answer each statement using the rating scale to express your feelings.

(1)	(2)	(3)	(4)	(5)
poor	fair	average	good	excellent

1. Was the class time of the day satisfactory? _____.
2. The class met three days per week; this was _____.
3. Length of the course was six weeks; you feel this was _____.
4. Using the YMCA facility was _____.
5. The babysitting facility was ____, and the sitter was _____.
6. Transportation service was _____.
7. The van drivers were courteous, safe drivers and helpful _____.
8. The amount and kind of information presented was _____.
9. Generally, the instructor's discussions and handouts were _____.
10. The tours and speakers were informative and interesting _____.
11. The overall helpfulness of this exploration course was _____.
12. In helping me choose a career and set goals toward it, this course was _____.

The most helpful part of this course was:

_____tours
_____speakers
_____class discussions
_____class handouts
_____instructor
_____socializing (meeting with other teen parents)
_____videos
_____other

The least helpful part of this course was:

_____tours
_____speakers
_____class discussions
_____class handouts
_____instructor
_____socializing (meeting with other teen parents)
_____videos
_____other

YOUR SUGGESTIONS

Do you have any suggestions for the future classes? -----

You would recommend the following changes, if any, in regard to the class time, length, site, transportation and babysitting ---

_____

_____

_____

As for the course content you would suggest these changes for the tours, discussions, speakers, videos and instructor ---_____

_____

_____

_____

Your favorite thing about this course was ---_____

_____

Name the tour site you liked the best ---_____

Explain why ---_____

_____

Was there anything that you did not like about the course? _____

If so, please explain ---_____

_____

Additional comments ---_____

_____

Did you not attend any classes? _____ or very few? _____

If you did not attend any sessions, or very few, it was because -

_____

_____

CAREER ORIENTATION AND PREPARATION

Pre-Test/Post Test

1. I know what I want to do as a job _____ (yes, no).

2. If yes, what kind and amount of education and/or training is required for the job? (name the job) _____

   (requirements) _____

   _____

3. Why do people work? Give three reasons.

   a) _____ b) _____ c) _____

4. On the average how often do people change careers in their lifetime? _____

5. How many years can an average woman expect to work in her lifetime? _____

6. How many different kinds of jobs exist today in the United States? _____

7. Presently, the hourly minimum wage is _____

8. Define the meaning of traditional jobs. _____

   _____

9. Define the meaning of non-traditional jobs. _____

   _____

10. Name 2 traditional jobs for women.

    a) _____ b) _____

11. Name 2 non-traditional jobs for women.

    a) _____ b) _____

12. List 2 traditional jobs for men.

    a) _____ b) _____

13. List 2 non-traditional jobs for men.

a) _____ b) _____

14. Give 2 advantages for a woman choosing a non-traditional career.

a) _____

b) _____

15. What is an apprenticeship in skilled trades?

_____

16. What is a journeyman?

_____

17. Name 3 jobs in the skilled trades.

a) _____ b) _____ c) _____

ACTIVITY Careers Study and Tours

OBJECTIVES Students will gain a more realistic sense of the careers that interest them.

Students will focus on careers in which they are interested as a result of career assessment testing.

Students will observe various people at work in their careers and gain an understanding of each career's responsibilities.

Students will evaluate each career studied with their own interests and career assessment results.

Students will gain knowledge about the careers.

Students will develop a realistic awareness of job roles and responsibilities.

GENERALIZATIONS Job site visitations help the students bridge the gap between the classroom and the reality of the world of work.

Choosing a career that correlates with one's interests, values, abilities and skills will enhance his/her happiness and success in the career.

PROCEDURE

- Discuss career clusters to be studied.
  List top 20 careers of today and tomorrow in Illinois.
  List occupation categories identified from the students' career assessment tests (Self-Directed Search by John L. Holland).
  List the vocational programs offered at Kishwaukee Community College.

- Questionaire guidesheet.
  Prior to each tour, give every student a questionaire sheet. Instruct the students to ask these questions plus additional ones, recording the information on the guide sheet.

- The students will compile a notebook of all of the completed questionaires.

- Match Yourself handout.
  After each tour ask each student to evaluate this particular career for themselves.

- Class discussion.
  After each career tour, discuss the tour and the students' individual evaluations. Summarize and list aspects of the vocation; name the advantages and disadvantages.

- Ask each student to select a career of personal interest from the tour list. Have the students chart the approximate time and cost of the learning and training needed for their chosen career. Use the Kishwaukee Community College catalogue as a reference guide.

- Research the starting salaries and lifetime earning potential of the vocation.

- Identify the places where he/she could work in this career in this region. Be specific.

OVERVIEW

Field trips to job sites provide a real insight for the students. The excusrions help them bridge the gap between classroom and the reality of the world of work. In selecting the particular tour sites, four criteria were assessed:

1) the individuals' career interests
2) the job outlook for this area
3) vocational programs offered at Kishwaukee College
4) non-traditional occupations

In order to identify the students' occupational interests, a career assessment was given to each individual. The Self-Directed Search, an instrument developed by John Holland, was administered. According to this assessment, all jobs are sorted into six occupational categories: realistic, artistic, social, clerical, investigative and enterprising. Secondly, evaluation of the job forecast for the nation, more specifically this region in northern Illinois was implemented in selecting the occupations for study. Thirdly, the vocational fields offered at Kishwaukee College were considered; since the teen parent program provides funding to enroll in such programs at Kishwaukee College. Lastly, non-traditional occupations were emphasized and the important reasons to consider such a job were discussed.

The compiled list of job sites afforded the students a broad scope of career possibilities among which they could contrast and compare to their own interests.

CAREER EXPLORATION

Learning About The Job---

1. Job Description (duties and expectations of the position):

2. Job Qualifications (interests, talents, physical abilities and experience):

3. Education/Training Requirements:

   High school courses recommended:

   Advanced education and/or training:

   Type required:

   Length of time and cost:

   Apprenticeship or internship

4. Salary (beginning and advancement):

5. Job Availability and Future Outlook:

6. Job Advantages/Disadvantages

7. Related Occupations:

8. Questions:

Interview Questions for Guest Speaker

Career Studied _____

Guest Speaker's Name: _____

Employer or Company: _____

Suggested Questions:

1. Why did you choose this career?

2. How long have you been in this field?

3. What are your major responsibilities?

4. What are the more enjoyable aspects of your work?

5. What are the least desirable parts of your work?

6. What type of education and/or training did you need?

7. What level of general education is required?

8. What special abilities are important?

9. What are the physical demands of the job?

10. What is the starting salary?

11. Would you classify this field as traditional or nontraditional for either men or women?

12. Are there barriers for men or women entering this field?

13. What is the future outlook for job opportunities?

CAREER FIELD _____

Career	Job Description/ Responsibilities	Physical Demands	Education/ Training	Salary Range	Future Opportunities

EVALUATION

Match Yourself to This Job

Tour Site _____

Date _____

1. What was your opinion of the tour?

   excellent_____good_____fair_____poor_____

   Why? _____

2. Did the tour answer your questions on career opportunities in this field?

   yes_____no_____ If not, what was not answered? _____

   _____

3. Did the tour help you make decisions relating to your career choice?

   yes_____no_____ If yes, in what way? _____

   _____

4. What did you like most about today's activity?

   _____

5. What did you like least about today's activity?

   _____

6. Please give suggestions for the next time this tour is given.

   _____

7. What did you <u>like</u> about this job site? _____

   _____

8. What did you <u>dislike</u> about this job site? _____

   _____

9. I would perhaps be interested in this career for myself.

   yes_____no_____ Why? _____

   _____

Is This For Me?

1. My Skills And Education:

2. My Apptitudes And Values:

3. My Personal Considerations (example: family):

4. Additional Comments:

WOMEN IN NON-TRADITONAL CAREERS PANEL

Some questions and areas of concern to consider:

1. What is your background? Consider education, training, and work experience.

2. How did you attain the job or position you now have?

3. Job description. What are your work responsibilities?

4. Goal setting. What goals did you start with, and how did you achieve the level at which you are today? What are your future career goals?

5. What characteristics do you like about your work?

6. What are the frustrations or headaches about your position or your work load?

7. If yours is a non-traditonal career, what are the difficulties about being a woman in a job that is usually held by a man?

8. What are some of the problems and "hassles" in combining the roles of a mother, homemaker and an employed person?

9. How do you cope with or handle the "Role Overload" or "Role Conflict" as a mother, homemaker and career person?

10. What advice would you give to these young mothers who are studying and preparing for a career for themselves?

Additional questions and thoughts that you may have:

ACTIVITY What Are Values?

OBJECTIVES Students will identify their own values and determine the influence these values have on their lives.

Students will assess the impact their parents have had in formulating their values.

GENERALIZATION A value is any idea or quality that is important, desirable or prized.

PROCEDURE

- Discuss the meaning of values and acquaint the students as to how to identify a value. Encourage the students to name some of their values.
- Activity sheet: Value Survey, "Who Are You?"
- Values and vocations: Have the students decide upon the three values that would be most important in choosing a career. Cross out ones that would be of no importance to them.
  Discuss in what ways these values would affect choosing a career.
- Work value sheet: Discuss the results after the students have made their choices.
- Summary and evaluation of class.

VALUES

How to identify a value?

Values are those things that you think are important. A value is any idea or quality that is important, desirable, or prized.

Ask these questions to determine if something is a value:

Is it something you believe in?

Are you proud enough of the thing you value to tell your friends?

Did you consider other things when choosing your value?

Did you make your choice freely; no one forced you?

Do you act according to your value; do you practice what you preach?

VALUE SURVEY

Ranking your values. Rate these values in order of importance to you. Rank them from number 1 (most important) to number 15 (least important).

Study the list carefully. This ranking should reflect your beliefs and ideals.

_____ Love

_____ Happiness

_____ Leisure

_____ Self-Respect

_____ Good Life (prosperous)

_____ Faith

_____ Friendship

_____ Family

_____ World Peace

_____ Security

_____ Success

_____ Prestige (respect, importance)

_____ Independence

_____ Inner Peace

_____ Leadership

VALUE SURVEY

Thoughts to ponder:

Did you have trouble selecting the top five values in this exercise?

Do you believe the values you selected are the same now as they were several years ago?

Of the values you picked, how many can be related directly to the career you would like to pursue?

Which of your important values are related indirectly to work?

Were there values in your family that were never really talked about openly?

VALUES AND VOCATIONS

Here are some things that people might value and want to consider in choosing a job. Circle the three values that would be most important to you in choosing a job, then put a line through those values that would not be important to you at all.

Helping other people	Having job security
Being creative or artistic	Being able to work when you want
Having a daily routine that doesn't change much	Doing something that adds beauty to the world
Earning a lot of money	Working outdoors
Becoming famous	Finding adventure
Working with people all the time	Being able to learn new things
Being able to influence other people	Being known as an intellectual person or a "thinker"

****

WORK VALUES

Thinking about the kind of work situation you would like:

Choose one from each pair that you would prefer. I would like to work where I ---

____work under pressure
____work with little or no pressure

____have deadlines to meet
____have no time limit nor pressure

____help people
____work with things

____am always doing new things
____am doing the same thing most of the time

____work with machines
____work with people

____sell products
____sell ideas

____solve people's problems
____solve mechanical problems

____work alone
____work with other people

____plan the work
____have work planned for me

____take risky chances
____take no risks

____have regular hours
____have no regular hours

____can be neat and clean
____can be messy if I want to

____know exactly how much I will make
____make more money if I work harder

____see plans on paper
____build a product

____use my brain
____use my physical abilities

____I carry all the responsibility
____I can share the responsibility with someone else

____work with numbers or figures
____work with ideas or products

____sell something
____buy something

____travel alot
____stay home most of the time

____work outside in the weather
____work inside in air conditioning

____can touch a pleasureable product
____work with machines

____can listen to people
____can tell people what to do

____work with plants or animals
____work with machines

____think of new ways of doing things
____do not need to find new ways of doing things

ACTIVITY Aptitudes, Abilities, and Skills

OBJECTIVES Students will list positive attributes (abilities) they possess.

Students will identify "work skills" that they have.

Students will assess the importance of their abilities, skills and aptitudes in choosing their careers.

GENERALIZATIONS Abilities can be defined as "What can I do?"

An aptitude is having a natural ability to learn.

Skills are identified as one's abilities, competencies, aptitudes and talents.

Skills are the essence of what you have to contribute to the world of work.

Values + interests + abilities + skills = career choice.

PROCEDURE

- Eye opener: "Things I'm Proud of---." Ask each student to draw one statement from "the hat". Each person will think of a response to the statement and share the response with the class. Encourage other students to add their responses.

- Recognizing your achievements worksheet: Distribute the worksheet. Ask the students to list several of their important achievements. Then have them rank them in order of importance. Discuss the variety of achievements.

- Exploring our strengths worksheet: Ask each student to identify her/his strengths and to underline the ones that are most descriptive of them.

- Assessing your abilities paper: Identify five skills and abilities of a job you would like and could do well.

- Discuss the categories of skills: Those with people, those with information/data, and those with things. Handout the worksheet: Skills, People, Information and Things! Request the

students to list their skills for each of the three categories and prioritize the skills.

- Discuss as a class careers that need their (the students) particular skills. List these careers on poster board.

THINGS I'M PROUD OF---

Write each of the following questions or statements on a piece of paper. Place all papers in a container and have each student draw one. Have each student think of a response to his/her statement or question and share it with the class. Encourage other students to add additional responses.

What is something you are proud of that you can do on your own?

What is a new skill that you have learned recently?

What difficult task have you completed recently?

What is a family tradition that you are very proud of?

Describe something you have made with your own hands.

Describe a time when you made a good bargain.

What is a dangerous thing that you tried and at which you succeeded?

What is something that you have done to add to the beauty of this world?

How have you used your brain lately in a way that you are particularly proud of?

What problem have you dealt with successfully lately?

How have you reached out to someone recently?

What physical feat have you accomplished lately?

How have you shown responsibility and dependability lately?

Summarize with the class how things that we are proud of can suggest areas of career interest.

Recognizing Your Achievements

What do you think of when you think about your abilities (what you are able to do)? Your abilities are your strengths, your best skills. Your achievements are what you have actually done. A person may have the ability but has not done it, or achieved it. Usually abilities and achievements are in close relationship. Most of us like to do (achieve) what we are able to do (ability).

What are your achievements? Name some of the important ones. Rank them in order of importance; #1 being the greatest achievement.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

EXPLORING OUR STRENGTHS

Thinking back on your life, list several things you have accomplished, and your strengths you used to do so.

Underline those strengths that are most descriptive of you.

Accomplishments:

_____

_____

_____

_____

_____

_____

_____

_____

Strengths:

_____

_____

_____

_____

_____

_____

_____

_____

The greatest achievement for you is _____

_____

ASSESSING YOUR ABILITIES

Listed below are 16 groups of abilities, or skills that combine to make up most varieties of jobs. Check 4 or 5 that you feel must be part of any job you would like and could probably do well.

1. Design, color, shape things.
2. Calculate, count, keep records
3. Observe, operate, inspect
4. Write, read, talk, speak, teach
5. Hand skills, fix, build, assemble
6. Analyze, systematize, research
7. Invent, develop, create, imagine
8. Help people, be of service, be kind
9. Ideas,beauty, foresight
10. Participate in physical, outdoor or travel
11. Manage or direct others
12. Perform, music, acting, demonstrations
13. Perform independent work, own or collect things
14. Foods, cooking, homemaking
15. Persuade, sell things, influence others
16. Sciences, engineering

<u>Abilities are gifts! Be sure to use them!</u>

SKILLS---PEOPLE, INFORMATION AND THINGS

Which kind of skills do you most enjoy using? Those with People? Information/data? Or with things? Each one of us have all three in varying degrees. We need to identify what skills we have with each and which area we enjoy the most. Under each section list some skills that you have, beginning with your favorites at the top and ending with your least favorite at the bottom. Cross out any skills you have but do not enjoy.

WORKING WITH:

Things	Information/Data	People
precision work, operating equipment, handling materials, using machines, repairing	organizing, using information and facts, working with numbers and words	counseling, teaching, discussing, selling, supervising
1._____	1._____	1._____
2._____	2._____	2._____
3._____	3._____	3._____
4._____	4._____	4._____
5._____	5._____	5._____
6._____	6._____	6._____
7._____	7._____	7._____

The skill area I like best: _____

My second favorite is: _____

The least important to me: _____

ACTIVITY Self-Esteem

OBJECTIVES Students will learn the qualities of a healthy, positive self-image.

Students will gain an awareness of the symptoms of low self-esteem.

Students will asses their own self-images to determine if they have a positive self-image or have a lack of self-esteem.

Students will identify their personal assets and their own limitations.

GENERALIZATIONS Self-esteem is a feeling of self-worth developed from impressions, feelings, and self thoughts.

A sense of self-esteem affects how one feels about himself, thinks, learns and creates, relates to others, and behaves.

PROCEDURE

- Eye opener: Quickly list ten words to describe yourself. Circle words that are positive qualities. Add up the positive words, add the negative ones. Which are greater? Does this surprise you? Choose one positive trait and share it with the group.
- Define self-esteem: List characteristics of a healthy, positive self-image.
- Define low self-esteem: List symptoms of low self-esteem.
- Self-esteem evaluation worksheet: Determine how "healthy" or lacking the individual's self-esteem is. Ask what the results indicate to themselves.
- Personal assets/personal limitations worksheet: Ask students to list their main assets and then list their main limitations. Direct them to think of ways to take better advantage of their assets. Develop specific steps to overcome their limitations.
- Are you a positive thinker? worksheet: Ask each student to complete a worksheet and follow up with discussion.

- Ten ways to improve self-esteem: List these on the poster chart and give the handout when completed.

- How well do you like yourself? worksheet: Each student will do an individual assessment.

- Summarize with characteristics of a person with good self-esteem.

CHARACTERISTICS OF HEALTHY SELF-IMAGE

1. Confident, ability to deal with problems.
2. Self respect; knows own values and supports them.
3. Does not dwell on the past nor worry about the future.
4. Sensitive to others' needs.
5. Feel equal to others as a person.
6. Capable of experiencing a wide range of feelings.
7. Enjoys a variety of activities.
8. Able to make decisions without feeling guilty.

****

SYMPTOMS OF LOW SELF-ESTEEM

1. Critical.
2. Overly sensitive, take every criticism personally.
3. Blaming others.
4. Afraid of competition.
5. Difficulty in developing relationships, no close friends.
6. Always has excuses, discourages easily.
7. Gossips.

SELF-ESTEEM EVALUATION

Score as follows (each score shows how true or the amount of time you believe that statement is true for you).

0 - Not at all true for me
1 - Somewhat true or true only part of the time
2 - Fairly true or true about half the time
3 - Mainly true or true most of the time
4 - True all the time

____ 1. I don't feel anyone else is better than I am.

____ 2. I am free of shame, blame and guilt.

____ 3. I am a happy, carefree person.

____ 4. I have no need to prove I am as good as or better than others.

____ 5. I do not have a strong need for people to pay attention to me or like what I do.

____ 6. Losing does not upset me or make me feel "less than" others.

____ 7. I feel warm and friendly toward myself.

____ 8. I do not feel others are better than I am because they can do things better, have more money, or are more popular.

____ 9. I am at ease with strangers and make friends easily.

____ 10. I speak up for my own ideas, likes and dislikes.

____ 11. I am not hurt by others' opinions or attitudes.

____ 12. I do not need praise to feel goood about myself.

____ 13. I feel good about others' good luck and winning.

____ 14. I do not find fault with my family, friends or others.

____ 15. I do not feel I must always please others.

____ 16. I am open and honest and not afraid of letting people see my real self.

____ 17. I am friendly, thoughtful and generous towards others.

____ 18. I do not blame others for my problems and mistakes.

____ 19. I enjoy being alone with myself.

____ 20. I accept compliments and gifts without feeling uncomfortable or needing to give something in return.

____ 21. I admit my mistakes and defeats without feeling ashamed or "less than".

____ 22. I feel no need to defend what I think, say or do.

____ 23. I do not brag about myself, what I have done, or what my family has or does.

____ 24. I do not need others to agree with me or tell me I am right.

____ 25. I do not feel "put down" when criticized by my friends or others.

____ SELF-ESTEEM SCORE (total of all scores)

A score of 75 or less indicates a lack of self-esteem; one that handicaps you and keeps you from being all that you can be. Low self-esteem keeps you from feeling good, especially from being loved and loving.

My Personal Assets or Qualities	My Basic Limitations or Faults

I could take better advantage of my potentials by:

I could overcome some of my limitations by:

ARE YOU A POSITIVE THINKER?

To find out, answer these questions as honestly as possible using a scale of 1 through 5.

5 - always or almost always
4 - if it is usually
3 - for sometimes
2 - for rarely
1 - for never

____ 1. When the unexpected forces you to change your plans, are you quick to spot a hidden advantage in this new situation?

____ 2. When you catch a stranger staring at you, do you conclude it's because s/he finds you attractive?

____ 3. Do you like most of the people you meet?

____ 4. When you think about next year, do you tend to think you'll be better off than you are now?

____ 5. Do you often stop to admire things of beauty?

____ 6. When someone finds fault with you or something you've done, do you accept it as useful criticism or "sour grapes"?

____ 7. Do you praise your best friend more often than you criticize him/her?

____ 8. Are you surprised when a friend lets you down?

____ 9. Do you believe the human race will survive into the 21st century?

____ 10. Do you think of yourself as happy?

____ 11. If a policeman stopped you for speeding when you were quite certain you weren't, would you firmly argue your case and even take it to court to prove you were right?

____ 12. Do you feel comfortable making yourself the butt of your own jokes?

____ 13. Do you believe that, overall, your state of mind has had a positive effect on your physical health?

____ 14. If you made a list of your 10 favorite people, would you be on it?

____ 15. Do you tend to remember your successes more than failures?

____ TOTAL SCORE

TEN WAYS OF IMPROVING SELF-ESTEEM

1. Accept yourself. Be realistic and honest, but do not exaggerate or minimize.

2. Be true to yourself. Don't compare yourself to others, just to your past history.

3. Appreciate and respect yourself. Identify your values and live up to them.

4. Stop blaming others. Look within yourself for what you want.

5. Expect to succeed. See yourself as attractive and able. Be constantly alert for self-improvement. Pat yourself on the back when you accomplish something.

6. Don't expect success <u>everytime</u>. Don't worry about failure.

7. Don't try to change whole personality overnight. Set your goals.

8. Make decisions and choices. Accept the consequences.

9. Enjoy the world, Make it more cheerful. Start each day with: <u>thanksgiving</u>, <u>hope</u> and a <u>smile</u>.

10. Cultivate a sense of humor.

****

SUMMARIZE

The way we feel about ourselves influences the way others feel about us; and what we do with our lives!

With good self-esteem we do better and achieve more!

Self-image tells you what you can do.
Self-image tells you what you can't do.
It controls your life--regardless, whether accurate or not.

The importance is not where you have been but <u>where you want to be</u>!

HOW WELL DO YOU LIKE YOURSELF?

Use the following scale to rate each statement:

3 - true all of the time
2 - true most of the time
1 - rarely true
0 - not true

____ I enjoy waking up in the morning.

____ I am usually in a good mood, day or night.

____ I like what I see in the mirror.

____ If I were a member of the opposite sex, I'd find me attractive.

____ I enjoy work.

____ I have plenty of the good things in life.

____ I am an optimistic person.

____ I am able to laugh at my mistakes.

____ There is very little about life I would change.

____ I feel I am an interesting person.

____ I like the direction of growth and change I have experienced.

____ I am kind and loving.

____ My friends value my opinion.

____ I never wished I were someone else.

____ I am not afraid to express feelings.

____ There are not many people I would trade places with in life.

____ I have an interesting and rewarding life.

____ TOTAL SCORE

44-55 pts. (high self-esteem)
34-43 pts. (good self-esteem)
24-33 pts. (lower self-esteem but okay)
0-23 pts. (need to work on self-esteem)

ACTIVITY Assertiveness

OBJECTIVES Students will differentiate between being aggressive, passive, and assertive.

Students will evaluate their own behavior.

Students will assess the importance of responding assertively.

Students will gain an awareness of how to express one's thoughts and feelings, leading to communication.

GENERALIZATIONS Aggressiveness is being emotionally honest; it involves putting others down, blaming or criticizing them. Deters communication.

Passive behavior is allowing others to make one's choices but resenting it.

Assertiveness means standing up for what we want or believe in without putting others down. Leads to positive communication.

PROCEDURES

- Eye opener: Poster with pictures from magazines illustrating these different ways of communication.
- Discuss the meanings of aggressive, passive, and assertive behavior. Give examples of each.
- Distribute assertiveness worksheet: "What Would You Do?" Distribute the worksheet. Ask each student to respond to each satement.
- Discerning between aggressive, passive, (non-assertive), and assertive behavior. Divide the class into small groups or pairs. Give each group a situation paper. Ask them to study the situation and choose the word that they feel best defines the behavior described. Have each group share with the class.
- Positive communication worksheet. Do this exercise as a group. Explain to the class what "I-statements" mean. Beginning a sentence with "I", one is better able to express one's feelings. Restructure the statements to "I-statements". Write them on poster board.

Questions to ask the class:
How would the two different kinds of statements make the listener feel?
Can you think of sometime you could have used an I-statement and had better communications?

AGGRESSIVE, PASSIVE, AND ASSERTIVE BEHAVIOR

	Aggressive	Passive	Assertive
Characteristics of the behavior	Emotionally honest, direct, self-enhancing at the expense of another. Expressive. Chooses for others.	Emotionally dishonest, indirect, self-denying. Allows others to choose for her. Does not achieve desired goal.	Emotionally honest, direct, self-enhancing, expressive. Chooses for self. May achieve goal.
Your feelings	Righteous, superior, derogative at the time, and possibly guilty later.	Hurt, anxious, possibly angry later.	Confident, self-respecting.
The other person's feelings toward you	Angry, resentful.	Irritated, pity, lack of respect.	Generally respectful.
The other person's feelings about her/himself	Hurt, embarrassed.	Guilty or superior.	Valued, respected.

WHAT WOULD YOU DO?

Assertiveness: Standing Up For Yourself Without Putting Others Down.

Cynthia was so glad school was over for the day. She had two tests that morning, and now she has looking forward to meeting her friends at the nearby fast-food restaurant. She had just enough money for a shake and french fries. She bought her food and went to sit with her friends. Just as she was about to start on her fries, Ritchie came up behind her and took one.

"Mmm, good fries," he said. "Can I have another?" Before she could answer, her friend Angela said, "Oh, can I have one too? I'm still so hungry," and took some before Cynthia could reply.

"Hey, Cynthia," said Jack, "if you sit here you have to share them with us." Jack proceeded to take several.

If you were Cynthia, what would you do? Check "yes" beside the answer you would probably give in this situation.

YES	NO		
___	___	1.	Apologize to your friends for not sharing your french fries and let your friends eat all of them, while you think to yourself, "It's my fault for buying them. I'll just have to wait until later to have some."
___	___	2.	Grab the fries and announce that you had a hard morning and that you are going to eat all of them yourself.
___	___	3.	Silently pass the fries to your friends, then ignore them so they'll get the message that you're angry with them.
___	___	4.	Explain to your friends that you had been looking forward to having these fries all morning and that you would be glad to share some with them as long as they leave enough for you.

SITUATION A

Your parents have just criticized your spouse/boyfriend/girlfriend. You feel the criticism is unjustified. You say:

1) Shut up! You're both so stupid and prejudiced.
   _ assertive
   _ nonassertive
   _ aggressive

2) Well, I see what you mean.
   _ assertive
   _ nonassertive
   _ aggressive

3) I feel your criticism is unfair. He/she is not like that at all.
   _ assertive
   _ nonassertive
   _ aggressive

SITUATION B

A friend has just complimented you on your new suit. It's the first time you've worn it and you really like it. You say:

1) Thank you.
   _ assertive
   _ nonassertive
   _ aggressive

2) This? It's nothing special.
   _ assertive
   _ nonassertive
   _ aggressive

3) Well...I picked it up at a sale... well...
   _ assertive
   _ nonassertive
   _ aggressive

SITUATION C

1) You always pick movies I don't like You only think about yourself. You're very selfish.
   _ assertive
   _ nonassertive
   _ aggressive

2) I don't want to see that one. How about a movie over at the Plaza Theatre?
   _ assertive
   _ nonassertive
   _ aggressive

3) Well, I don't know much about that movie. But, I guess, if you want to, we can see it.
   _ assertive
   _ nonassertive
   _ aggressive

SITUATION D

You are returning a faulty item to the department store. You bought a shirt/blouse. When you took it home, you found a misweave in it. You do not want the item as it is. The clerk has just said no one will ever notice it. You say:

1) Well, I'd still like to return it or exchange it. I do not want this one.
   _ assertive
   _ nonassertive
   _ aggressive

2) Look, give me my money. I don't have all day for you to waste my time.
   _ assertive
   _ nonassertive
   _ aggressive

3) Well, are you sure no one will notice it?
   _ assertive
   _ nonassertive
   _ aggressive

RESPONSES TO SITUATION A

1) Aggressive, because you behave hostilely toward your parents and you call them a name (stupid).

2) Nonassertive, because you don't agree with what your parents said, but you imply you do (I see what you mean).

3) Assertive, because you express how you feel (I feel your criticism is unfair).

RESPONSES TO SITUATION B

1) Assertive, because you accept and acknowledge the compliment.

2) Nonassertive, because you do not accept the compliment. You say it's nothing special, although you know it's the first time you've worn it, and you really do like it.

3) Nonassertive, because you do not accept the compliment.

RESPONSES TO SITUATION C

1) Aggressive, because you attack your friend (you're very selfish) rather than saying, "I don't want to see that one" and then suggesting another one.

2) Assertive, because you express your opinion (I don't want to see that one) and make another suggestion.

3) Nonassertive, because you don't express your opinion. You say, "If you want to, we can see it," but you don't really want to see it.

RESPONSES TO SITUATION D

1) Assertive, because you tell the clerk exactly what you want. While acknowledging his point of view, you will still want to return or exchange the shirt.

2) Aggressive, because you accuse the clerk of wasting your time.

3) Nonassertive, because you do not want this faulty merchandise.

USING "I-STATEMENTS" LEADS TO POSITIVE COMMUNICATION

Example

1.	You never call.	1.	I wish you'd call me more often
2.	You're always late.	2.	
3.	That's a stupid idea!	3.	
4.	Nobody in this place cares about my work.	4.	
5.	You always ignore me.	5.	
6.	Don't yell at me!	6.	
7.	You shouldn't do that.	7.	
8.	It's not really important but I wanted to talk to you.	8.	
9.	You probably won't have the time, but I need help with my homework.	9.	
10.	I just know you are going to go back with your old girlfriend.	10.	

ACTIVITY Decision Making

OBJECTIVES Students will identify ways in which decisions are made.

Students will identify the steps to follow in making responsible decisons.

GENERALIZATIONS Decision making is the act of a person in choosing, selecting or deciding among several possibilities. It is a life-long process. "Using what you know to get what you want!"

PROCEDURE

- Eye opener: Use pictures of road signs. Discussion - what quesitons do these signs bring to mind? Questions like: Which way do I go? What road blocks are ahead? Do I turn left or right?

- Brainstorming: How do people make decisions? List ideas on poster board. Evaluate the pluses and minuses of each method. Which is the best method?

- Decision making model handout. List the steps on poster board and set up an example as "buying a car".

- Career Decision Making Model handout. Have each student consider career choices for him/her.

WAYS IN WHICH WE MAKE DECISIONS

By impulse
By procrastinating, or "putting off" making a decision
By not deciding
By letting others make the decision for us
By evaluating all choices and then deciding

MODEL FOR DECISION MAKING

Step 1. Name the choices or alternatives involved in your decision.

Step 2. Gather information about the decision. (Consider your personal values, your goals, and list what facts you need to know.)

Step 3. List the advantages and disadvantages of each choice.

COMMON DECISION MAKING MISTAKES

1. Procrastination: Deciding too slowly.

2. Impulsiveness: Deciding too fast.

3. Miscalculating Control.

4. Misinterpreting Information.

5. Unclear Values.

Decision making is: Using what you know to get what you want!

Knowing one's values is important to becoming a good decision maker!

CAREER DECISION MAKING MODEL

Distribute the career decision making model.

Have the student write his/her career question in center. (What job is right for me?)

On lines radiating from center, ask student to list all possible choices of jobs.

Then in spaces under considerations, the student lists the factors that will influence his/her decision.

For example:

--work with people
--high salary
--job located in this area

Rank order these considerations from 1 thru 8, 1 being most important.

Now, begin with the #1 consideration and go around the spokes putting a #1 under each choice that meets that consideration. Continue on thru #8. The career choices that include the most numbers are the best careers to consider.

As a result of this activity each student should have a first, second, and third choice of career that he/she could choose to pursue.

CAREER DECISION MAKING MODEL

Distribute the career decision making model.

Have the student write his/her career question at the top. (What job is right for me?)

On lines in box A ask students to list all possible choices of jobs.

Then in spaces in box B, the student lists the factors that will influence his/her decision.

For example:

---work with people
---high salary
---job located in this area

Rank these considerations, 1 being most important.

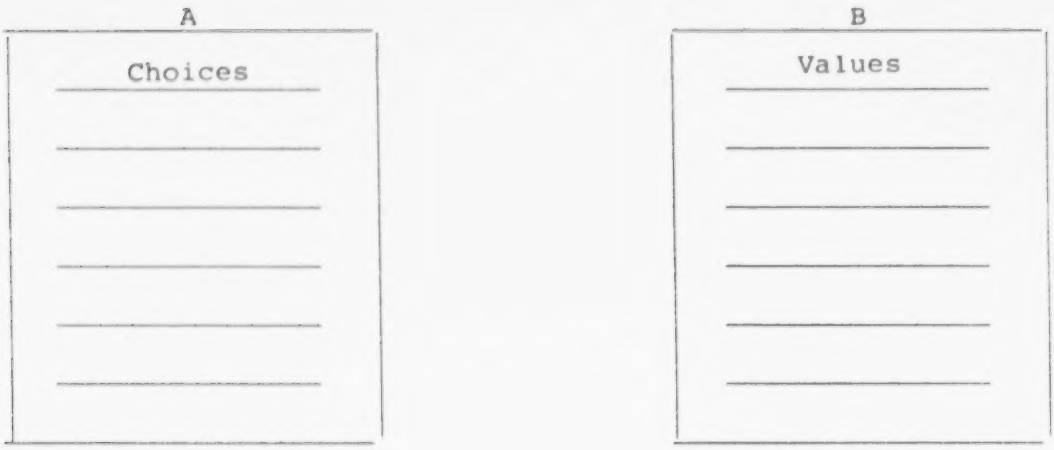
With a different colored pencil for each job choice, draw a line from the job to each of the values that it supports.

The career choices that connect to the most values are the best careers to consider.

As a result of this activity each student should have a first, second, and third choice of career that s/he could choose to pursue.

CAREER DECISION MAKING MODEL

What job is right for me?



According to the greatest number of values connected to a career choice:

First Choice Career	Second Choice Career	Third Choice Career

ACTIVITY Goal Setting

OBJECTIVES Students will discuss the importance of setting goals.

Students will write realistic goals, short term and long term ones for themselves.

Students will prioritize their goals.

GENERALIZATION Goals are destinations, targets you're aiming at.

PROCEDURE

- Eye opener: If you don't know where you are going, you probably won't get there.

  Briefly, discuss what this means.

- Define the meaning of goals.
  Discuss kinds of goals - long term, short term.
  Identify barriers.

- Develop individual life line/time line.
  Note special dates or events in your life, plotting where you want to be in your life the next ten years.

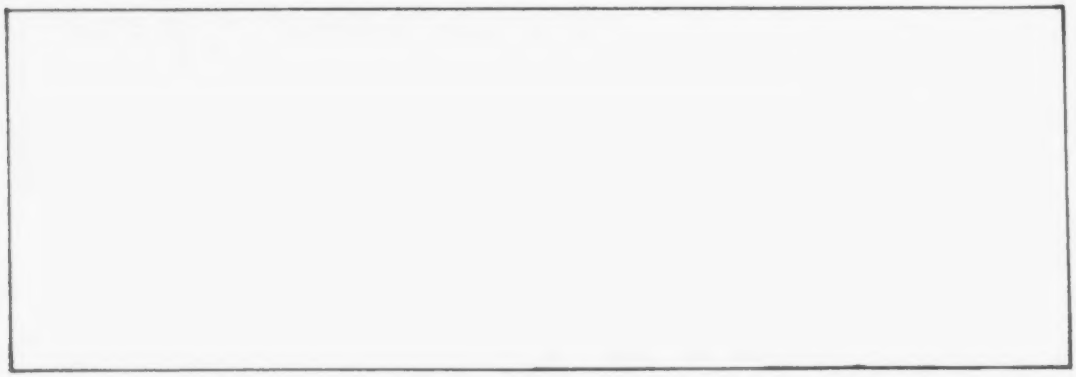
- Personal and family goal sheet.
  Distribute individual goal sheets, where each student will develop 1 short term and 1 long term goal for personal and 1 of each for family.

- Each individual writes a short term goal contract.
  Identify a particular short term goal.
  Develop 3 steps to achieve the goal.

- Read the poem "Dreaming" by Othello Bach from Lilly, Willy and the Mail-order Witch.

INDIVIDUAL LIFELINE

In the frame below draw your lifeline. Begin with your birth and continue through your life up to this point in time. Highlight key events that have happened in your life, indicating what they are and at what age. Consider memorable events, meaningful experiences and important decisions that have shaped your lifeline.



PERSONAL AND FAMILY GOALS

My goals for my family and me.
Write one short term goal and one long term goal for yourself. Then write one short term goal and one long term goal for your family. Plan the steps, completion dates and starting times for the goals.

Personal Goal	Steps to Reach Goal	Deadline	Start Time
1. Short term:			
2. Long term:			

Family Goal	Steps to Reach Goal	Deadline	Start Time
1. Short term:			
2. Long term:			

SHORT TERMS GOALS: MY CONTRACT

I, _____, being of healthy mind and body,
(name)
do hereby declare my intention to achieve the following short term goal on or before _____.
(date)

My goal is to:

_____

_____

_____

To achieve my goal, I will complete the following specific steps:

1. _____

_____

2. _____

_____

3. _____

_____

Signed _____

Witnessed by _____

Date _____

DREAMING

Everyone dreams both day and night;
They dream with eyes open and eyes shut tight;
They dream of the things they want to be;
They dream--and dream--and dream!

Chorus:

Oh, dreaming! Dreaming! Both night and day,
Of things we want to go our way!
Dreaming of what we want to be--
Dreaming makes reality!

Now, dreams are something wonderful,
And you always want to have one;
They make your day in every way
Just seem to come out right;
But now if you should lose one,
Or should simply fail to choose one,
The things you want will
Take a harder fight--take a harder fight!

Chorus:

Some folks have terrific dreams,
But then they just forget them,
'Cause someone else has told them
That it was a silly dream!
Well, this is really sad because
There is no dream that's silly;
A dream is always such
A precious thing--such a precious thing!

Chorus:

So if you have a favorite dream,
You never want to lose it,
'Cause someone else with your same dream
Will always see it through;
And when you are old and gray,
You'll wish that you'd stuck to it!
So you must dream to make your
Dreams come true--make your dreams come true!

So dream fantastic dreams,
'Cause dreaming always seems
To become reality!
So dream!

<u>Lilly, Willy and the Mail-Order Witch</u> by Othello Bach

ACTIVITY Sex Role Stereotyping

OBJECTIVES Students will examine stereotyped expectations that American society traditionally places on women and men.

Students will become aware of their own sex role expectations of themselves as well as other people's.

Students will examine sources of stereotyped images of females and males, such as television programs and advertisements.

Students will identify the benefits to be gained by males and females by eliminating stereotypes.

GENERALIZATION Sex role stereotyping means to expect someone to act a certain way because of his or her sex.

PROCEDURE

- Eye opener: "Who is on the job?"
  Distribute worksheet. Ask each student to quickly sketch their image of a person for each of the 4 occupations.
  Discuss how many students pictured each of the jobs as a woman's or a man's.

- Brainstorming: The class will brainstorm for adjectives to describe first the ideal woman and then second the ideal man. Then ask the students to compare the descriptions. Ask the class to examine their own stereotypical expectations of themselves. Also, consider our society's stereotyping.

- Examine sex role stereotyping in advertisements.
  Divide class into pairs. Ask each group to collect 5 ads from magazines which portray women at work. Each group will then describe the images of a working woman.
  List their statements on poster board; then ask the students to describe the realities of women and work.

  Example: Ad shows woman as a business executive, well dressed in a business suit. Reality shows few women are in this position; those that are usually earn less than men.

- Visual Aid: How has sex role stereotyping affected my life?

Review the statements on the visual; include others the students offer. Discuss how sex role stereotyping has affected their lives.

- Discuss how stereotyping can hinder a person in his/her career goals.

- Summarize with the class on the benefits the students can gain by eliminating stereotypes.

- Read quote: "Stereotypes give neither young women nor young men support for exploring and preparing for those careers that are non-traditional." (WINC).

"Who Is On The Job?"

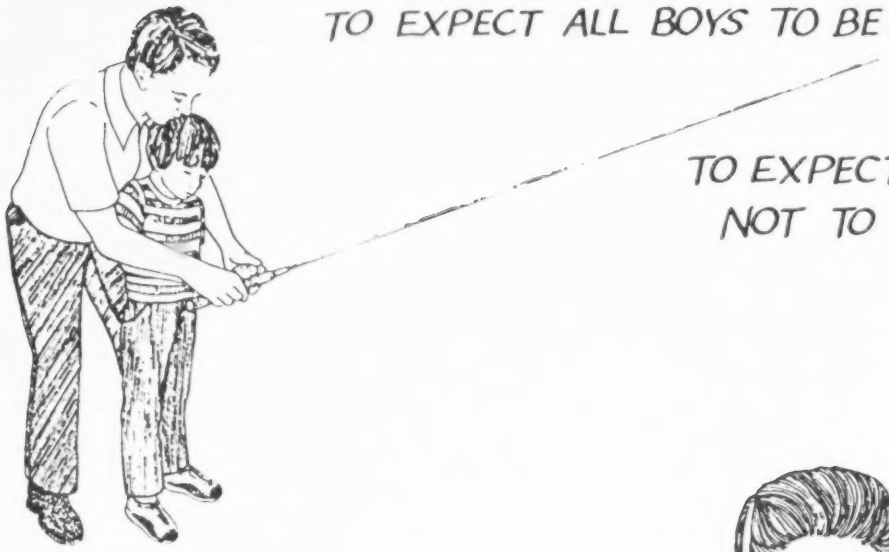
Quickly sketch in each square a picture of the person performing the particular occupation.

NURSE	ELECTRICIAN
SECRETARY	BUSINESS EXECUTIVE

TO STEREOTYPE BY SEX MEANS TO EXPECT SOMEONE TO ACT A CERTAIN WAY BECAUSE OF HIS OR HER SEX. THIS IS CALLED SEX ROLE STEREOTYPING.

SOME EXAMPLES ARE:

TO EXPECT ALL BOYS TO BE GOOD ATHLETES



TO EXPECT BOYS AND MEN NOT TO CRY

TO EXPECT WOMEN TO NOT NEED OR WANT TO BE WAGE EARNERS

TO EXPECT GIRLS AND WOMEN TO BE WEAK

HOW HAS SEX ROLE STEREOTYPING AFFECTED MY LIFE?

ACTIVITY Non-Traditonal Occupations

OBJECTIVES Students will define an occupation in terms of traditional/non-traditional occupations.

Students will become aware of non-traditional careers and learn to consider the career rather than stereotyped jobs.

Students will identify the barriers that can arise in choosing or succeeding in non-traditional employment.

GENERALIZATION A non-traditional occupation is one which is held by members of the sex not traditionally associated with that occupation.

PROCEDURE

- Eye opener: Show the class the cartoon on non-traditional jobs.
  Discussions: What does this cartoon mean? What is it saying to you?
- Define non-traditional occupations. An occupation is traditional or non-traditional on basis of the sex of the worker.
  Request students to give examples of traditional and non-traditional careers.
- Traditional/non-traditional paper.
  Define traditional/non-traditional. Examples of occupations for each category.
  Ask students to list people and their occupations that they know as non-traditional workers or that we observed on the career tours.
- Show picture of "Exploring a Non-Traditonal Job Will Help You". Discuss this.
- Distribute lists of a) non-traditional for women; b) non-traditional for men.
- Discuss advantages of non-traditional jobs.
- Discuss and list difficulties in working in non-traditonal occupations.
- Key Facts on Women's Status in the Work Force. Distribute and discuss.
- Chart showing percentage of women working the main job fields.

"WHEN I SAID, 'GO AHEAD, START A NEW CAREER,' I HAD NO IDEA YOU'D GO AFTER MY JOB!"

TRADITIONAL/NON-TRADITIONAL OCCUPATIONS
WHAT ARE THEY?

A. Traditional Occupations:

Are ones which have been typically held by or associated with members of one sex. Examples:

Women	Men
teacher	lawyer
secretary	engineer
nurse	construction worker
homemaker	doctor
sales clerk	business manager
housekeeper	administrator
flight attendant	auto mechanic

B. Non-Traditional Occupations:

Are ones which are held by members of the sex not traditionally associated with that occupation.

Women	Men
airline pilot	homemaker
scientist	nurse
politician	librarian
police officer	clerical worker
cabinet maker	day-care teacher

C. Identifying Non-Traditional Occupations:

Think of people you know and identify their occupations. Are any of them non-traditional? Review the jobs observed on the career tours; can you name ones that were non-traditional? In the space below, list the actual people and their occupations you know and ones that you viewed on the tours.

_____

_____

_____

Exploring a Nontraditional Job Will Help You . . .

choose a career

get to know your community

gain self-confidence

meet new people

evaluate yourself and the job

learn about nontraditional jobs

SOME NONTRADITIONAL JOB OPPORTUNITIES FOR WOMEN

PROFESSIONAL

Engineering
Law
Medicine
Science
Mathematics
Geology
Environmental Science
Architecture
Landscape Design
Forestry
Geography
Anthropology
Foreign Service
Journalism
Psychology
Educational Research/Administration
Accounting
Protective Services (Fire/Police)

MARKETING

Commission Sales
Graphics
Advertising
Freight Forwarding
Shipping (Domestic/International)
Transportation (Airlines/Trucking)

TECHNICAL

Airplane Pilot
Air Traffic Controller
Computer Technician
Computer Programmer
Electronics
Radio/T.V.
Drafting
Chemical Technician
Medical Technician
Surveyor
Photographer
Engineering Technician
Mathematical

SKILLED CRAFTS/TRADES

Telephone Repairer
Office Equipment Repairer
Small Appliance Repairer
Tool & Die Maker
Computer Repairer
Shipfitting
Construction
Plumbing
Electrical
Auto Mechanics
Diesel Machines
Masonry
Carpet Layer

APPRENTICESHIPS

Drywall Finisher
Lather
Carpenter
Electrician
Metal Fabricator
Millwright
Plumber/Pipefitter
Bricklayer
Cement Mason
Glazier
Plasterer
Iron Worker
Painter
Heavy Equipment Operator
Tilesetter
Air-Conditioning Mechanic
Meatcutter
Printer
Boiler Maker
Carpet Layer
Welder

TRAINING PROGRAMS

Auto Mechanic
Diesel Mechanic
T.V. and Radio Repairer
Auto Body Repairer
Electronics
Machinist
Replacement Parts Management
Welding
Drafting Technician
Surveying
Mechanical Engineering Technician
Forestry Technician
Chemical Technician

OTHER JOBS

Sales: Commission
  Auto
  Insurance
  Furniture
  Appliance
Laboratory Technician
Dental Lab Technician
Driving
  Local
  Long-Haul
  City Bus
  Taxi
  Ambulance
  Commercial Driver
  Furniture Mover
  Heavy Equipment

Greenskeeper
Fire Fighter
Fire Watcher
Tree Planter
Park Aide
Meter Reader
Utility/Telephone Installer
Sewage Treatment Operator
Water Treatment Operator
Chemical Plant Operator
Gas Station Attendant
Tire Changer
Parts Runner
Shipping and Receiving Clerk
Mail Deliverer
Office Equipment Repairer
Appliance Repairer
Laborer, Road
Laborer, Construction
Production/Mill Worker
Flag Person
Security Guard
Warehouse Worker
Lumber Yard Attendant
Roofer
Cabinet Maker
Upholsterer
Store Detective
Custodian

SOME NONTRADITIONAL JOB OPPORTUNITIES FOR MEN

APPRENTICESHIP/TRAINING PROGRAMS

Cosmetology
Flight Attendant

CLERICAL OCCUPATIONS

Bookkeeper
Mail Clerk
Secretary
Stenographer
Telephone Operator
Typist

PROFESSIONAL

Dietician
Elementary School Teacher
Kindergarten Teacher
Librarian
Registered Nurse
Therapist

SALES

Cashier
Sales Clerk

SERVICES OCCUPATIONS

Child Care Worker
Dental Assistant
Nurse Aide
Servant and Cleaner
Welfare Service Aide

ADVANTAGES OF NON-TRADITIONAL JOBS

Non-traditional jobs offer a variety of advantages. Some of the major rewards include the following:

Salary:	Non-traditional jobs often afford the opportunity for better pay for women. There is a better chance of getting a better-paying job with more jobs to choose from. Jobs traditionally held by men do pay better wages. Men working in jobs which are non-traditional for them often earn more than women who work in those fields.
Advancement Opportunities:	Non-traditional jobs, especially those in the apprenticeable trades, usually have more steps for advancement. For example, in construction work, a worker can move from apprentice to journeyworker, to supervisor, to superintendent, etc.
Benefits:	In non-traditional jobs which are unionized, the wages are usually higher; various fringe benefits and job protections may be included.
Satisfaction, Confidence, Pride:	The greater the range of experience a job offers the more options it makes available, the greater the chances for self-satisfaction.
Education, Training:	Most non-traditional jobs require specialized skills, which are usually compensated according to the amount of training or education.
Work Hours:	Many non-traditional jobs in the skilled trades have potential overtime pay. Also, these jobs often provide a greater variety of schedules or shifts to choose from.

WINC. 1984.

BARRIERS TO NON-TRADITIONAL CAREERS

Barriers to entering a non-traditional field and succeeding in the occupation.

Two kinds of barriers: internal and external

Internal

Sex stereotyping
Lack of self confidence
Age
Feminity

External

Finances
Child care
Transportation
Vocational/academic preparation
Harassment, isolation, discrimination
Hard work, long hours
Supervisor and/or co-workers lack training
in helping work group adjust

Contributors to Success

Family and friends support
Strong self-image
Inner strength
Sense of humor
Patience

KEY FACTS ON WOMEN"S STATUS IN THE WORK FORCE

1. More women in the United States are jobholders or jobseekers than ever before in history. By 1990 it is expected that nearly 60% will be in the work force.

2. Women are rapidly increasing their population of the total work force. By the year 2000 it is believed that the proportion of men and women in the work force will be equal.

3. The average length of time that women work for pay is increasing. Ninety percent of women will work during their adult years. The average woman had a paid worklife of 25 years.

4. Women tend to be concentrated in a few occupational categories that are traditional for women--most of which are low paying. (35% and in clerical and 21% are in service).

5. Women are likely to earn less than men, even when they are employed in the same occupations. As of 1977 the fully employed women earned 58.9 percent of men similarly employed.

Choices and Challenges. 1979.

PROPORTION OF WOMEN WORKING IN MAJOR OCCUPATIONAL GROUPS

U.S. NEWS & WORLD REPORT, Jan. 15, 1979

ACTIVITY Career Sense

OBJECTIVES Students will become aware of how their interests relate to occupaional choices.

Students will correlate how their values relate to their chareer choices.

Students will examine the influencing factors in their choices of careers.

Students will define the concepts of a job, a career and occupation.

GENERALIZATIONS A career means a vocation including avocation, hobbies and interests.

A job is defined as various tasks done at different times, usually for pay. Can be short-term.

An occupation is a vocation, a category of work, usually a job that one has trained for and will be long-term. It may have several jobs related to it.

PROCEDURE

- Eye opener: What is Work?
  Brainstorming: Ask the students to complete the statement "Work is_____. List the words the poster board.

- Define jobs, careers and vocations.

- Play the shipwreck game worksheet.
  Give one to each student to complete.

- Occupations for personality types worksheet.
  Name several jobs for each of 6 categories.
  Select first, second, and third choices of islands (personality types) and 2 individual choices of occupations for each island.

- Six personality types worksheet.
  Discuss the characteristics of each of the 6 personality types. Discuss the student's choices that they feel describe themselves.
  As a class match the job with the personality.

- Vocational Experience Inventory.
  Each student will complete the assessment of his/her working experience and knowledge.

Discuss how these experiences have shaped their perceptions of the working world. Can also address sex-role stereotyping (women--babysit; men--yardwork).

- Life styles worksheet.
  Disperse to each student to complete.
  Discuss: Your life style will be determined largely by the job that earns your living. To be happy, must be happy and satisfied with your job. Need to find a career that has the qualities that make you happy.

- Individual lifeline worksheet.
  Request each student to develop one.

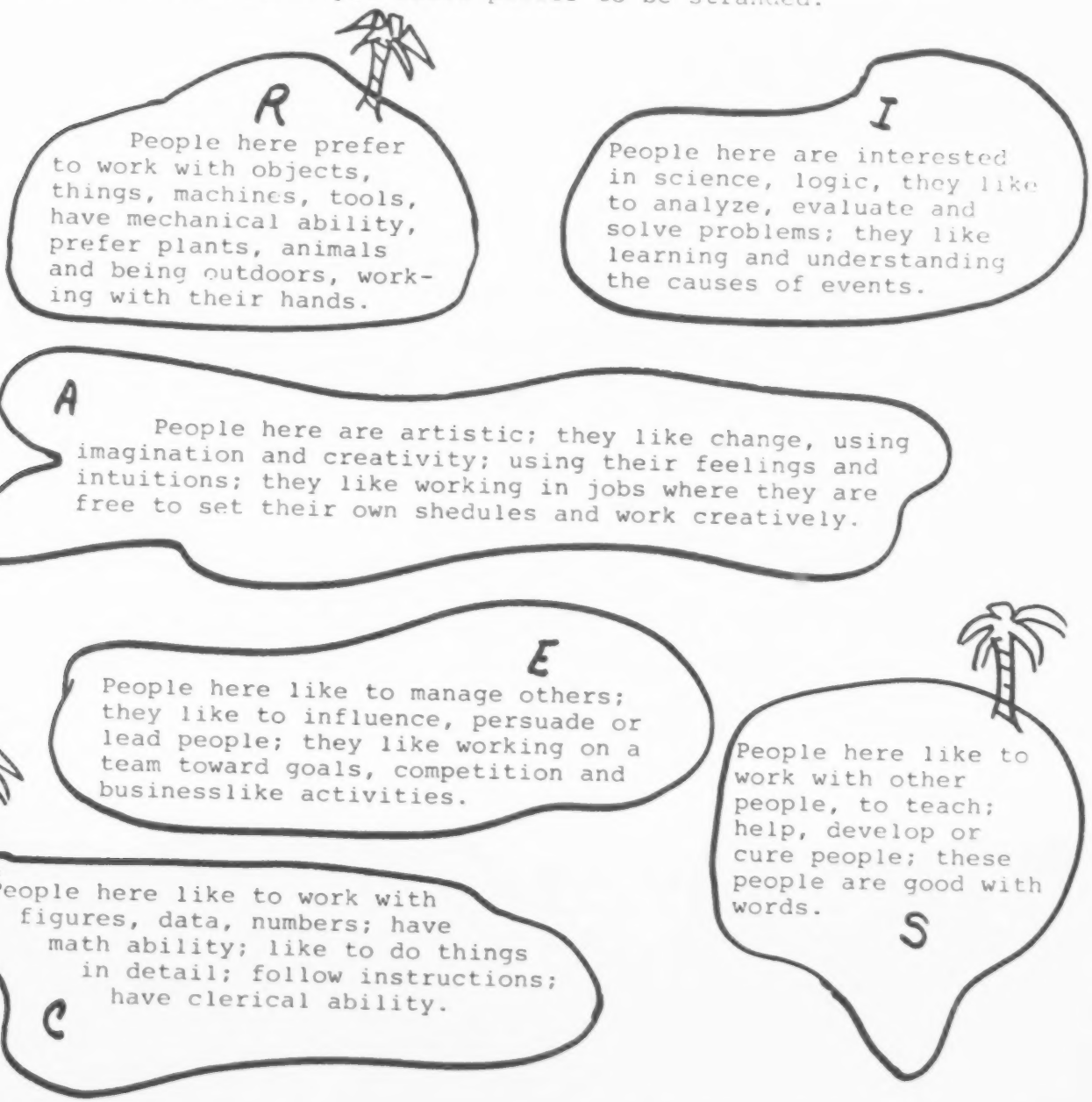
- 5 major influences in making career plans paper.
  Discuss: What influences your choice of a career? List the factors on poster board.

- Summarize.

WHAT TYPES OF PEOPLE DO I MOST ENJOY BEING WITH?

THE ISLAND GAME

This exercise takes some imagination. You are about to be stranded on a desert island. You have your choice as to the island on which you will be stranded. Each island has a different type of people on it. There are 6 islands - R,I,A,S,E and C. Please read below, the description of the people on each of the islands, and write in the space provided the type of person with which you would prefer to be stranded.


R
People here prefer to work with objects, things, machines, tools, have mechanical ability, prefer plants, animals and being outdoors, working with their hands.
I
People here are interested in science, logic, they like to analyze, evaluate and solve problems; they like learning and understanding the causes of events.
A
People here are artistic; they like change, using imagination and creativity; using their feelings and intuitions; they like working in jobs where they are free to set their own shedules and work creatively.
E
People here like to manage others; they like to influence, persuade or lead people; they like working on a team toward goals, competition and businesslike activities.
People here like to work with other people, to teach; help, develop or cure people; these people are good with words.
S
People here like to work with figures, data, numbers; have math ability; like to do things in detail; follow instructions; have clerical ability.
C

Choose the island on which you would prefer to be stranded. Write the name of that island here, (the letter in the circle).

_____

Imagine that the island you are now stranded on is hit by a hurricane and you are the only survivor. A small boat has been washed ashore by the hurricane. You can move to another island. Pick the next island which you would prefer, by the type of people on the island. Write it here.

_____

Imagine that the second island you chose to move to has been destroyed by a volcano. Pick your next choice for the type of people you would prefer to be with. Name that island here.

_____

The three islands you have chosen really describe the kinds of poeple you prefer being with and the kind of person you are.

R --- Realistic people

I --- Investigative people

A --- Artistic people

S --- Social people

E --- Enterprizing people

C --- Clerical people

(adapted from John Holland)

OCCUPATIONS FOR EACH PERSONALITY TYPE

R (Realistic)	I (Investigative)	A (Artistic)
_____	_____	_____
_____	_____	_____
_____	_____	_____

S (Social)	E (Enterprising)	C (Conventional)
_____	_____	_____
_____	_____	_____
_____	_____	_____

INDIVIDUAL CHOICES

Island Number One: _____

Occupation Choices: _____

_____

Island Number Two: _____

Occupation Choices: _____

_____

Island Number Three: _____

Occupation Choices: _____

_____

SIX PERSONALITY TYPES

According to one theory there are six basic personality types. The six are listed below with brief descriptions.

R Realistic — Like to work with objects, machines, tools, plants or animals. Like to be outdoors. Skilled trades, labor technical and some helping jobs.

I Investigative — Like to observe, learn, investigate, analyze, evaluate, or solve problems. Scientific and some technical jobs.

A Artistic — Have artistic, creative abilities. Like to work in unstructured situations. Enjoy using their imaginations. Entertaining, writing, creative arts and musical jobs.

S Social — Like to work with people. Would enjoy helping, informing, training, and enlightening others. Skilled with words and public speaking. Teaching, welfare jobs, nursing and counseling.

E Enterprising — Like to be involved with people. Would enjoy influencing, persuading, and leading others. Like being "boss" and running things. Sales and managerial jobs, real estate agent.

C Conventional — Like to work with data and numbers. Have clerical ability and like to follow directions carefully. Enjoy detailed, repetitive work. Office and clerical jobs.

1. Which of the personality types above best describe you?

2. Which would be the second best description of you?

3. Which would be the third best description of you?

4. Match the job types listed below with the most appropriate personality type.

___ electronic assembler
___ interior decorator
___ secretary
___ store manager
___ carpenter
___ forest ranger
___ auto mechanic
___ architect
___ bank teller
___ chemical engineer
___ school counselor
___ medical assistant
___ machinist
___ phone lineperson
___ police officer
___ welder
___ marine biologist
___ brick layer
___ photographer
___ school principal
___ registered nurse
___ computer operator
___ band musician
___ airline attendant

VOCATIONAL EXPRIENCE INVENTORY

This is an assessment of your work experience to see how these vocational experiences have shaped your perceptions of the working world.

List occupations your father and/or mother have had:

_____ _____

_____ _____

_____ _____

_____ _____

Name occupations of adult in your family and/or neighborhood that you admire:

_____ _____

_____ _____

Your work experience:

First Job: your age - _____; the job - _____

_____

List your work experience:

_____

_____

_____

List you job responsibilities:

_____ _____

_____ _____

_____ _____

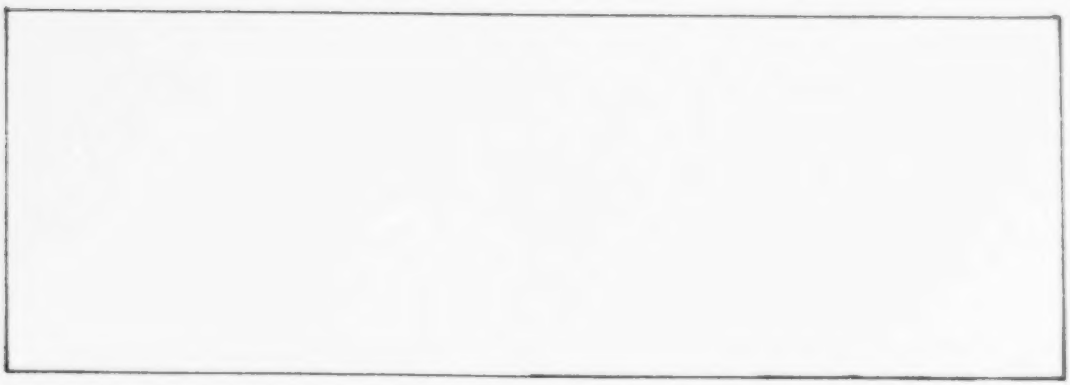
LIFE STYLES

Circle the five life styles that are most important to you.

Work in a large compnay with a secure job	Spend most of my time with my fmaily	Work outdoors
Create a great work of art; such as a painting or a symphony	Work in job with lots of freedom where I can come and go	Work where I can help other people every day
Have a job where I have lots of power	Make a lot of money	Have a job where new ideas are important
Have a job that doesn't interfere with family life	Have a quiet job with little pressure on me	Have a job without responsibility or stress
Work where I travel alot and hardly ever be home	Work where I can create new things	Have a job where I can help make a better world
Work in a high risk job where demands are great but so are the rewards	Work where I can teach or train others	Be famous and known by millions
Be a leading expert in something	Work in a stable job where the future is predictable	Work closely with other people whom I can become close friends with
Live in an isolated area far awar from crowds	Not have a job, stay home with my family	Work in a job where I can retire at age 45
Work with variety, constantly changing activities	Make an important contribution to society	Work for a boss who is friendly and thoughtful
Be a leader in charge of other people	Work by myself and be responsibile to no one	Work in a situation where I can work closely with my family

INDIVIDUAL LIFELINE

In the frame below draw your lifeline. Begin with your birth and continue through your life up to this point in time. Highlight key events that have happened in your life, indicating what they are and at what age. Consider memorable events, meaningful experiences and important decisions that have shaped your lifeline.



FIVE MAJOR INFLUENCES IN MAKING CAREER PLANS

1.
EXPERIENCES
at home, school, and work

2.
INTERESTS
Your hobbies, leisure activities

ROLE MODELS
persons you want to imitate
3.

FRIENDS & RELATIVES
their ideas and opinions
4.

KNOWLEDGE OF CAREER OPTIONS
5.

Source: Influencing factors adapted from a study; *Secondary Students' Views on Occupational Sex Stereotyping*. Indiana University, Bloomington, 1977.

FACTORS THAT INFLUENCE CAREER CHOICE

Five major factors are invlolved.

1. Experiences --- The courses you take in school, work -- part-time, summer jobs, and full-time jobs, and your home life experiences.

2. Interests --- Personal interests, hobbies and leisure-time activities.

3. Role Models --- Persons you admire and would like to be like, persona you know or just know about.

4. Friends and Relatives --- Ideas, acceptance, rejection, support, and concern for you by others. Important to be sure your choices are what you want.

5. Knowledge of Career options --- Awareness of job opportunities, skills required, working conditions and responsiblities, earnings and advancement opportunities.

ACTIVITY Career and Job Resources

OBJECTIVES Students will identify career information resources in their community.

Students will develop a reference list of career and job resource centers in their community.

Students will be oriented to the use of the Career Resource Center at Kishwaukee College.

GENERALIZATIONS The career decision making process is an on-going, lifetime task involving vocational choices, training and retraining, schooling and job changes.

There are several career and job resource centers available in the community to assist with schooling, training and retraining and job placement.

PROCEDURE

- Eye opener: Thought questions. Ask students to answer these questions: Where can I go for career guidance? Where can I find help in getting a job?

- Field trip to Kishwaukee Community College to the Guidance Center. The counselor will introduce and explain the GIS (Guidance Information System) to the students. How to operate the system to gather pertinent information will be demonstrated. Then the counselor will explain how to dissimulate and utilize the given information.

- Field trip to the community library to learn of the career preparation resources that are available.

- Tour to the KDK and JTPA offices. One of the counselors will explain to the students the meaning of KDK and JTPA, the services these offices offer and how they can be of assistance to these student.

- Speaker: A counselor from Illinois Job Service will speak to the class and address the employment situation of the community, explain their services and how they can benefit the students.

AM I LIMITING MY CAREER OPTIONS?

What would you guess to be the top five careers choices among high school girls and the top five choices among high school boys? Write them in the numbered spaces below.

TOP CAREER CHOICES OF BOYS	TOP CAREER CHOICES OF GIRLS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Your instructor will read you the results of a nationwide survey asking for the top career choices of high school girls and boys.

AUDIO VISUAL REFERENCE LIST

Choices, Challenges and Changes

Nothing But Options

Unlocking Your Potential

Working Equal

The Math-Science Connection: Educating Women For Today

Breakout: Women in Trades

Careers For Women: Computer Science

REFERENCE LIST

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